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ABSTRACT

In response to a 3% decline in fall 1977 enrollments, Odessa College developed and implemented a comprehensive marketing program. After initial planning, a marketing task force and nine mini-task forces were created to deal with the topics of community economic markets, community cultural markets, student retention, student recruitment techniques, image evaluation, future programs and services, foundation and resources, and research and data. The primary immediate goal of the marketing task force was a 10% enrollment increase in fall 1978. Of the 34 proposals of the task forces, 12 were selected as priorities by the college president. Among the achievements of the marketing task force were the following: (1) outreach to minority communities through a luncheon held for community leaders, public service announcements on television and radio programs geared to Spanish-speaking audiences, and visits to local high schools; (2) a coordinated advertising campaign using television, radio, newspapers, direct mailings, and campaigns targeted at recent high school graduates and older nontraditional students; (3) the development of an information center staffed by student volunteers; (4) a revision of college publications and the creation of an information kit on college programs that could be updated easily and inexpensively; and (5) a variety of other special projects. The bulk of the program description consists of appendices providing information on the charge, activities, and outcomes of Odessa's marketing efforts. (LL)

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July 9, 1979

Final Report
CASE Certification Program
in
Executive Management

A College Marketing Plan That's Working

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Odessa, Texas

JC 830 057

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Marketing is being accepted by many college administrators as an integral part of management. And even most of the college leaders who are skeptical are quick to listen to the success stories from colleges using marketing concepts.

The realities of declining enrollments have led many college administrators to develop, or at least consider, resourceful new tactics for attracting students to their campuses.

Fewer students mean fewer dollars.

That fact gets the attention of everyone involved with a college---from the governing board down to the faculty. And making everyone at the college concerned can be the key element of success in a marketing program.

The term "marketing" causes many educators, or even members of governing boards, to conjure up images of cute slogans, monogrammed Frisbees, scholarship coupons awarded at drawings or other clever gimmicks.

Many people in higher education are concerned that some efforts made in the name of marketing smack of academic huckstering.

In a scramble for new students, some colleges have resorted to razzle-dazzle tactics that have compromised ethics and standards of higher education.

Many educators are confused about the difference between true marketing and the disjointed campaigns to attract students.

Some colleges believe they are really into marketing while they are really involved only with promotion, emphasizes Philip Kotler, professor of marketing at Northwestern University and a leading authority on non-profit marketing.

As a result, Kotler says, there's an abundance of enrollment-boosting schemes that are inappropriate for higher education.

Colleges that are successful on a continuing basis with its efforts to attract and retain students generally are utilizing sound marketing techniques---even if the schools have not formally labeled their efforts as marketing practices.

Marketing programs that are working have been outlined by several colleges and universities across the country. A close look reveals a repetitive pattern of action that is producing favorable results.

The college successfully involved in a marketing program likely is combining, as Kotler urges, its image-building (promotion and advertising) with market research (finding out what attracts students) and product development (adding and deleting programs as needed).

One of the marketing professionals who has promoted Kotler's theories is Dennis L. Johnson, president of one of the first consulting firms devoted exclusively to higher-education marketing.

Johnson strongly endorses Kotler's idea that marketing should involve a disciplined approach to creating, building, and maintaining mutually beneficial relationships with target markets.

While listening to Johnson explain his marketing philosophies at the national convention of the American Association of Community and Junior Colleges in May of 1979 in Chicago, I realized that the theories he was endorsing were basically the principles we had been using in our marketing program at Odessa College.

Serving on a marketing seminar panel with Johnson and Dr. Miles Eckert of Odessa College at the national AACJC convention, I had an opportunity to discuss mutual marketing philosophies. (See Appendix L).

Johnson had developed his beliefs the past 12 years as a professional consultant aiding colleges in efforts to increase enrollments.

My concepts about college marketing had evolved from 11 years of experience in advertising and college public relations, plus a little inspiration from a CASE workshop on marketing and a year's experience involved in Odessa College's marketing program.

Johnson's belief were theories that he'd seen work. My marketing approaches were carved from a year's experiences of leading a college marketing program that worked and is still working.

All colleges seriously concerned with marketing must, according to Johnson, deal with the four P's of marketing---product, place, price, and promotion.

After helping develop a marketing plan, implementing much of it, and then seriously evaluating its effectiveness, we at Odessa College know Johnson is right.

Marketing is a serious management decision and should not be considered unless the governing board, top administration, and faculty are committed.

At Odessa College we've learned the price of commitment to marketing. But we also know the cost of not uti izing marketing. As I have convinced our president, good marketing pays rather than costs.

But Odessa College didn't jump on the marketing bandwagon the first time it rolled through our city.

Our decision was reactive rather than proactive.

Although the warning signs had clearly been flashed as college enrollments across the nation declined in the 1970's Odessa College administrators ignored the threat. The college had a healthy 10.6 per cent enrollment hike from the fall of 1974 to 1975, reinforced by a wave of steady growth in the 1960's.

But in the fall of 1976, enrollment rose only 1.7 per cent.

Then in the fall of 1977, the crunch came.

The 1977 fall enrollment reflected a 3 per cent decline from 1976 fall totals.

Concern rippled through administrative offices, through division chairmen's quarters, and down to faculty as the aftershocks caused speculations of reduced or frozen budgets that would be eroded by inflation.

The campus-wide concern was used to fuel a marketing effort aimed at moving the college forward.

Direct action was taken in October of 1977 primarily by two administrators. The dean of student development and I recommended to the president that a marketing plan be developed and implemented at Odessa College.

The president appointed the dean, myself, and a third administrator to lead the project.

I hastily signed up for a CASE marketing seminar in Oklahoma City set for November of 1977, and about the same time, the dean of student development attended a marketing conference for student personnel administrators.

My search began for data about how other colleges had attacked the problem. I gathered information from the national CASE office and shared the results of my research with my two fellow administrators helping head the marketing project. But information was scant about successful use of marketing strategies by colleges, especially community colleges.

After initial planning, we organized a Marketing Task Force that sought input from every unit of the college. Established were nine mini-task forces, each monitored by one of the three of us leading the project.

Some 48 college employees were chosen to head or serve on the mini-task forces. At an initial meeting to sell the staff on marketing, each of us three leaders explained various aspects of what the college could accomplish through marketing. (See Appendix A).

Each mini-task force was given specific guidelines, objectives, and deadlines. A master calendar for the operation was set up, with a target date for the final report.

The college's president initially met with the Marketing Task Force to assure the staff of his support.

The mini-task forces established dealt with the topics of community economic markets, community cultural markets, student retention, student recruitment techniques, promotional techniques, image evaluation, future programs and services, foundation and resources, and research and data. (See Appendix B).

The Marketing Task Force established short and long-term goals, with one primary, immediate goal: a 10 per cent enrollment increase in the fall of 1978 over the fall of 1977. Without the increase in enrollment, we knew we'd lose state revenue. More that 50 per cent of Odessa College's funds come from the state, and in Texas the formula for funding is based on enrollment period that would be used for figures in funding. So a strong enrollment in the summer, fall and spring of 1978 was critical.

The success of the marketing effort was important not only to the college staff, administration and governing board, but to the future of the college.

Utilizing a community opinion survey I had administered in the summer of 1977, a survey of community businesses to identify job categories where additional workers were needed, a survey of students, a study on student retention, and a survey revealing skills needed by community workers, the Marketing Task Force's subcommittee on research began to supply critical information to the group.

After many hours of meetings, data analyzation, discussions, and hard work, each of the mini-task force reports was submitted in March 1978 for review by myself and the other administrators heading the marketing program. From the initial recommendation, a final report was drawn and submitted to the college president. (See Appendices C and D).

OUTREACH TO MINORITIES

In the spring of 1978, I proposed to the president that key minority leaders in the community be invited to a luncheon with college administrators and faculty leaders. At the meeting, emphasis was made to each minority representative that the college wanted to "hear the truth" about its image amoung minorities in the community. College personnel gained some good advice. Numerous recommendations were made by the minority leaders and many of those suggestions have been used. One primary complaint was that the college had too few minority professional staff and faculty, and would continue to have relatively low percentages of minority students until more minority professional staff members were hired. By the fall of 1978, several more had been hired. Also during the spring of 1978 arrangements were made for a group of students from a junior high school located in a minority-oriented section of the city to tour the campus.

I also arranged for weekly appearances of college personnel on a local television show programmed for the Mexican-American segment of the community. In addition, public service announcements were targeted to radio shows designed for Spanish-speaking listeners.

The dean of instructional administration and student development personnel met with officials at high schools located in city areas primarily serving minorities. Arrangements were made for the college to offer regular classes in a minority-oriented high school and junior high during the fall semester of 1978, if there were sufficient interest. These "storefront" classrooms were planned to "take the college to the people, if the people would not come to the college."

DEVELOPMENT OF THE FIRST ADVERTISING PROGRAM

The president became so supportive of the idea for utilizing an advertising campaign to get information to the community about the college that he asked me to develop a proposed budget that would allow a campaign to begin as early as

May of 1978 for promoting summer school. An initial $9,000 budget was proposed and subsequently approved by the board of trustees as an amendment to the 1977-78 operating budget.

I planned the campaign, which included television, radio, and newspaper advertising, with a local advertising agency serving as a consultant and handling production. Television and radio managers in the service area were contacted and "gave" in PSA time two to three spots for every spot purchased.

By early May of 1978 the campaign was in full swing. The slogan meshed with the title of a student information packet mailed earlier to graduating seniors in the college's service area. The target audience was graduating high school seniors and young people through age 20.

Results were excellent. The college not only received a lot of positive feedback from the community about the campaign, but enrollment increased 32 per cent during the first summer term over the previous year.

The enrollment upswing in the summer of 1978 was the first headcount trend change the college had experienced in almost a year. The enrollment slump began to reverse and the advertising campaign, new open-entry programs, and be fed-up recruitment programs were credited by the president as being primarily responsible for the turnaround. The trend, as well as the advertising campaign, continued for the second summer term, when enrollment jumped 27 per cent over the previous year.

After contact-hour reports for summer school were tallied, the president estimated the college had added income of about $20,000 due to the enrollment increases. Total expenditures for the summer ad campaign were $6,300.

A survey of students signing up for the second summer term was made to give feedback on the effectiveness of the ad campaign. (See Appendix E).

After the successful summer school campaign, the budget was again amended to provide additional money for a fall ad campaign. A total of $9,963 was spent for the fall campaign, including TV and radio time, newspaper ads, posters, ad production, and a direct mail booklet. Some $2,700 was spent for television ads, but matched with the ads given as PSA's, it was estimated the college actually received about $8,000 to $10,000 in TV time.

The fall ad campaign was directed at the older, non-traditional college student who would not "normally" consider college.

The results were excellent as the 1978 fall enrollment rose 16 per cent over the previous year and 12 per cent above the previous record headcount set in the fall of 1976. The target market responded as record numbers of persons 23 and older registered for courses.

Again, a student survey was made to provide data to be used in evaluating the effectiveness of the campaign. (See Appendix F).

The college president was very pleased with the results of the fall ad campaign and some $30,000 was allocated in the 1978-79 operating budget to be used for advertising.

Record enrollments have continued, as have the ad campaigns, this school year during the spring and summer terms.

Advertisements developed by my office won five major awards in radio, television, newspaper, and student recruitment categories at the District IV CASE meeting in March of 1979.

INFORMATION CENTER

The president approved a proposal I made concerning establishment of an Information Center. The center has been developed and is manned by students, who answer 15 "hot line" information telephones installed in campus buildings,

answer general information telephone requests from off-campus, and aid passer-by traffic.

In September of 1978 the students were selected and trained in an intensive orientation. Later the same month the center was opened, under co-supervision of myself and the director of counseling.

A daily log is being kept of the traffic and calls to the center to serve as an instrument in evaluating the center's effectiveness.

From the time the center opened in October of 1978 through June of 1979 more than 6,300 contacts were made by center personnel.

The center's operation was commended by the Academic Senate during the 1978-79 school year and the president expressed his approval of the center's first year of operation and increased the 1979-80 operational budget. (See Appendix G).

SPECIAL PROJECTS

Ideas evolving from the marketing study and the community survey I conducted in the summer of 1977 resulted in some special outreach plans. I used the data to initiate programs to better inform the community about the college.

A spring 1978 student recruitment package was distributed through direct mail to graduating high school seniors in the college's service area.

Special print, television, and radio feature stories were developed to emphasize the quality programs at the college.

A weekly "TIPS" sheet was developed to give feature ideas about college programs and services to area media representatives, who've expressed strong support of the project. Scores of news stories and several 30-minute TV features about the college have been developed as a result of the "TIPS" sheet.

A weekly "Learn to Earn" column in the Odessa daily newspaper was developed in the spring of 1978 and still continues to help explain to readers in the college service area about the many programs the college offers.

A weekly television show aimed at the Mexican-American population was utilized to reach some of the minority members of the community. Arrangements were made for representatives of the college to appear on the show weekly over a six-month period. The college still utilizes the show for messages directed to the Spanish-speaking segment of the community.

An inexpensive mini-catalog, containing brief explanations about all of the college programs and services, was produced by the Informational Services Office during the summer of 1978 and mailed to 28,000 homes in the service area. The booklet, printed on newsprint and costing about six cents per copy, featured concise, simply written information about college programs, and explained admissions requirements, procedures, financial aid, counseling services, the college's open-entry programs, and other details. Hundreds of responses were received as a result of the direct mailer.

I also am in the last stages of production on a new multi-slide-projector show to take to community groups during the 1979-80 school year.

REVISION OF PUBLICATIONS

I carefully reviewed the college's publications and made some major revisions. The major thrust was to review the total publications' budget and entire publications' needs so that the best utilization of the budget could be made.

Funds had been available each school year to revise and update only six to eight of the departmental brochures. With such a limited number of brochures updated each school year, it was not possible to keep current and accurate information on all college programs and services.

I designed an Information Kit that contained information cards on each of the college's more than 65 programs and services. Special blue boxes with lids were custom ordered and index cards for each topic were put into the boxes. Then 8" x 4" information cards, each with a ghost halftone on the back side, were written and designed for each college program and service. The cards were printed in groups of 10 to shave costs.

The Information Kits were completed in early October of 1978, and distributed to college personnel. Each high school in the college's service area also has been given an Information Kit, which can be easily updated on any subject area. (See Appendix H).

The dean of student development, counselors, and members of the college's student recruitment team reported very favorable response to the kits from high school counselors and prospective students.

Another area community college, Midland College, liked the kit so well that a representative from the college requested a kit, admitting that the college plans to develop a similar kit, even though Midland College is Odessa College's primary competition.

Faculty and staff also liked the new kits.

The new Information Kit system saved the college approximately $3,500 this first year while providing a complete kit of current information on all college programs and services.

Updating the kit also has been simple. The information cards that needed updating for 1979-80 already have been printed, along with two new cards.

In relation, I made major revisions in the college catalog.

The 1979-80 college catalog was redesigned by my office and is more serviceable and functional; yet, the college saved over $1,800 in production costs. (See Appendix H).

SUMMARY

Of the final 34 recommendations from the Marketing Task Force, 4 have been determined to be infeasible after investigation. Of the remaining 30, 22 have been accomplished, another 5 are in process, and only 3 are being studied. (See Appendices D and K).

In June of 1978 the president asked me to draft a report on the status of recommendations made by the Marketing Task Force. (See Appendices I and M). Subsequently, he issued a progress report to college staff who had served on the task force. (See Appendix J). Then in April of 1979 the director of research, planning, and development reviewed the Marketing Task Force progress in a special report.(See Appendix K).

The Marketing Task Force sparked a resurgence of esprit de corps on campus---a pride in remembering that the "college family" could tackle a problem, such as declining enrollment, and win.

The task force provided no magic marketing prescriptions, but some practical approaches. Problems were identified. Recommendations for solving them were made. Work began.

The problems haven't disappeared, but plans have been made for continuing to meet them---head-on.

Perhaps more importantly, the college has established a successful track record in marketing. We realize these efforts must continue and change as needed.

With progress has come a good lesson---not to wallow in the luxury of status quo, but to remain aware of ill trends and take preventive measures to sidestep the problems, before they descend on the college with full force.

We've been careful to plan each phase of our marketing campaign with a specific goal and target audience. And we've been careful to establish some benchmarks for evaluation along the way.

Without the final step of evaluation, no marketing plan can be called successful. Results must be quantitative.

Our marketing/advertising experiences this past year have met with resounding success. Our enrollments have leaped to record rates. But now's not the time to sit back and bask in our success, while we wait for students to beat down our door. Marketing must be continuous, changing and sustaining.

If our marketing experiences sound a little too neatly packaged, let me assure that there have been pitfalls, and a lot of learning as we've gone along. For example, we discovered after directing a campaign to attract the non-traditional students in the 23 and older age range, that we did indeed bring them to the campus, which helped us reach record enrollments. But older students take fewer hours than those just out of high school. And our new open-entry, open-exit programs, which we designed to allow students to sign up any weekday year-round, are very popular. But they are costly to operate.

We expect to learn a lot more lessons as we continue our marketing efforts. And we're glad. We want to know how to most effectively provide the products the community wants and needs. And we want to know how to effectively keep the citizens informed, as well as how to listen.

We enjoy a healthy image in our community and believe that an on-going program of information, marketing, and advertising is necessary to sustain a positive relationship between a community college and its citizens.

The April 30, 1979, issue of "U. S. News & World Report" has a story about soaring costs in higher education, as inflation eats into college budgets and revenues and enrollments decline.

We in the community college have answers to the problem, with quality educational programs at very reasonable costs. But we need good marketing programs to communicate our message to the public. Now is a prime time for marketing in our community colleges.

College administrators considering a full scale marketing approach may want to consider a bit of advice I'd offer after this past year's experiences. Don't dip your toe into the water unless you plan to take the full plunge. Commit yourself to go all the way. No short cuts. A careful study is needed... a good plan... a professional to administer it...money to make it work... commitment...evaluation...and follow through.

IMPLEMENTATION

A small number of the proposals was determined infeasible, but the president pinpointed several which he wanted implemented.

He especially liked the ideas for: (1) creation of an Information Center, (2) employment of a director of research, planning, and development, (3) establishment of computer programs to give information about the college's students, programs, and services, (4) reactivation of the college foundation, (5) exploration of the idea to set up "store front" classrooms throughout the community, (6) development of the college's first advertising program, (7) reevaluation of the college's publications, (8) expanded development of the college's open-entry programs to allow year-round accessibility and continuous enrollment, (9) improvement of the student recruitment programs, (10) development of a plan to move students from the college's adult basic education classes into regular college programs, (11) development of a plan to improve staff development and management skills at all levels of the college, and (12) employment of additional minority faculty members and special student recruitment efforts targeted toward minorities.

Five months later, (September of 1978), all of the goals assigned priority ratings by the president were reached or in the process of being achieved.

I was charged with the responsibility of carrying out three of the proposals: development of an Information Center, development of an advertising program for the college, and reevaluation of all college publications.

I also took some of the first steps toward improving the college's relations with minorities, and aided with the reactivation of the foundation, the exploration to set up "store front" classrooms, further development of the open-entry programs, and improvement of student recruitment plans.

Other administrators were assigned chief responsibilities for seeing that the remaining goals were met.

Appendix A
Notes for remarks by
director of informational
services at organizational
meeting of Marketing Task
Force, November, 1977.

MARKETING TASK FORCE FOR ODESSA COLLEGE

INTRODUCTION

1. GOALS

TO INCREASE ENROLLMENT AT ODESSA COLLEGE

TO INCREASE DEVELOPMENT FUNDS FOR ODESSA COLLEGE

TO INCREASE AWARENESS OF SPECIFIC FACTS ABOUT ODESSA COLLEGE PROGRAMS

OBJECTIVES

To organize a task force that will be divided into committees, which will provide data and recommendations that can be developed into a master marketing plan for Odessa College.

FUNDAMENTALS

2. WHAT IS MARKETING?

Marketing is the analysis, planning, and control of programs designed to bring about desired exchanges with designated markets.
Marketing is:

- Defining markets: students, faculty & staff, donors, alumni, trustees, legislature, general public, etc.
- Understanding needs & desires: What do these target markets need and want that Odessa College can provide?
- Matching educational benefits to needs: What educational benefits does Odessa College have that our markets need? & What needs can OC fill with new programs and services that may need to be started to meet target market needs?
- Communicating these benefits to markets: OC needs organized, creative programs of personal contact, public relations, publications, advertising.
- Motivating desired action: Motivate target markets to take action. Results could be enrolling in OC, giving gifts to the college, offering political support to the college.

Marketing concerns the management of the exchange between the college and the college's markets. The college must evaluate its product (programs and services) and its methods for making the consumer (markets) aware of the product and its methods for motivating the consumer to action.

3. ALL ORGANIZATIONS ARE INVOLVED IN THE MARKETING PROCESS.

Odessa College is marketing its programs and services, whether or not there is an organized plan. This is being done through decisions concerning what programs and services to offer, the pricing, distribution of educational services, personal contact, publications, public relations, advertising, and procedures that lead to contact with the general public.

The college's present procedures need to be reviewed and evaluated before new approaches are considered.

4. WHY DOES ODESSA COLLEGE NEED MARKETING?

Declining enrollment is not the only reason for needing marketing. A college with adequate enrollment ought to be concerned with the reasons why it is getting students, why it is successful, and whether the reasons for its success will continue.

Four major benefits of marketing are (1) a better balancing of conflicting interests, a better monitoring of important changes in the environment, a more relevant product, and great communication effectiveness.

It takes work and thought to develop the active interest and support of various publics connected with the college. To attain its goals, OC needs a harmonized effort by the institution.

There is a declining number of potential typically-aged students, and that decline is expected to continue 10 to 15 years.

Competition is increasing among colleges for available students.

Competition is increasing for philanthropic dollars.

There is an increasing demand for more specific information about college costs, financial aid, academic offerings, other programs and service and feedback on students who've attended college.

WHAT A TOTAL MARKETING PLAN CAN PROVIDE FOR OC

5. MARKETING STUDY WILL HELP OC TO:

-Analyze the college's benefits...strengths and weaknesses

-Identify and understand the needs of OC's markets

-Set goals and objectives..new courses, new methods, new policies, new service

-Plan programs of communications designed to motive action

-Evaluate the college's marketing plan at various intervals

6. WHAT THE TARGET MARKETS EXPECT

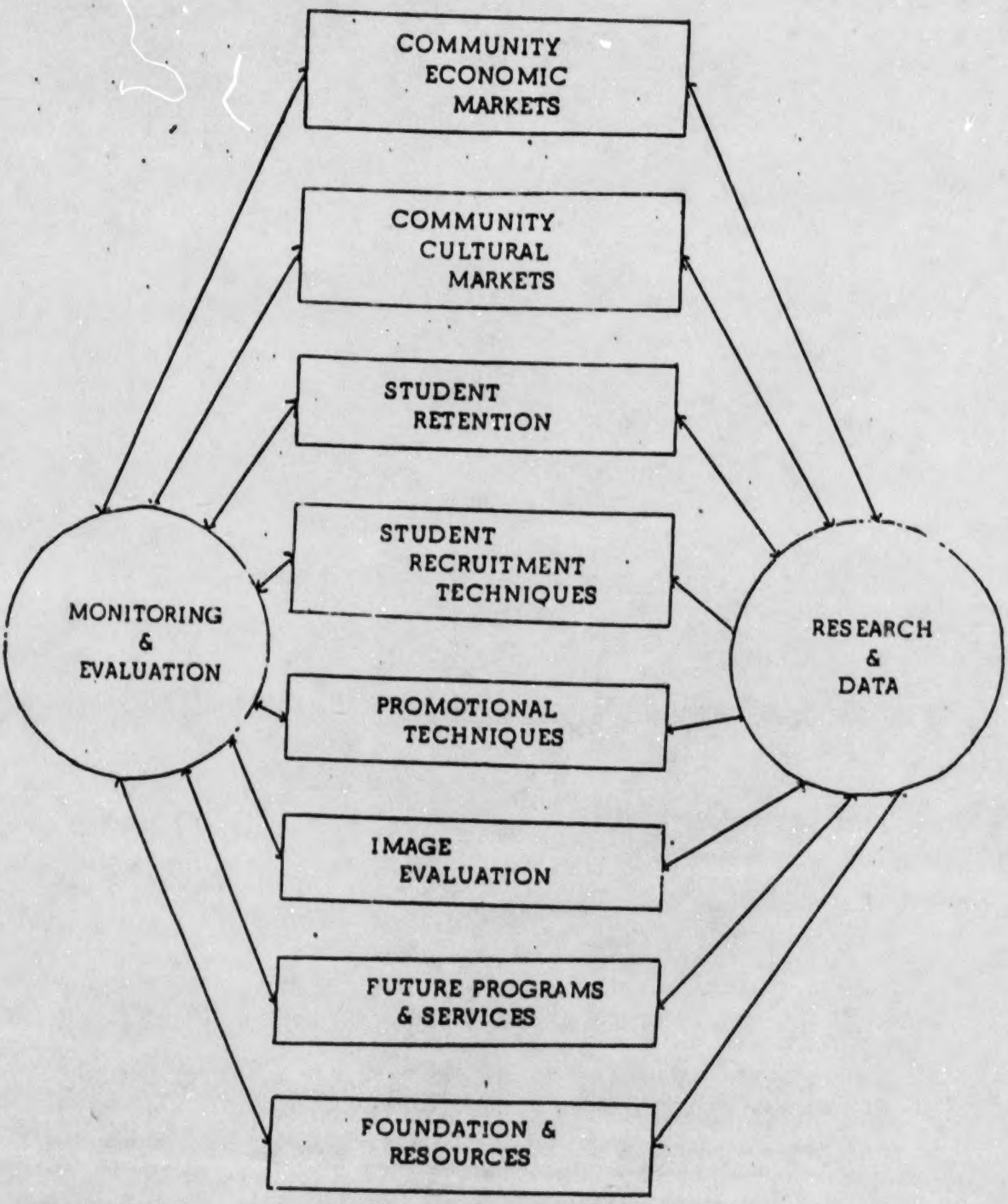
Higher education is on the defensive right now. It must convince the public that students can benefit from attending college and that the public should continue to support higher education. The issue, is accountability. Each college must deliver real value for the money. The college-seeking public will support the colleges that have track records for offering a meaningful education and customer satisfaction.

Higher education is a business. It has to justify its existence through good deeds and not just through hallowed words.

The community that supports Odessa College expects the institution to offer the right programs, at the right time, at the right place, at the right price, under the right circumstances. The community expects quality programs and services. The community wants adequate information about the programs. The community wants accessibility to college programs. The community wants the same type of quick, courteous service that is evident in any high quality establishment.

MARKETING TASK FORCE STRUCTURE

Appendix B



MAJOR GOAL: A 10% increase in enrollment for the fall of 1978 over the fall of 1977.

17a

MARKETING TASK FORCE SCHEDULE

OBJECTIVE	DEADLINE DATE
Organizational Meeting: Philosophy and Structure	November 29, 1977
Task Force Goals for Each Group; Requests for Data and Research	December 16, 1977
Research and Data Supplied to All Task Force Groups	January 30, 1978
Analyzation of Data and Final Reports by all groups except the FPS group to be filed with the ME group.	February 15, 1978
FSP Group Final Report To ME Group. All Reports Completed.	March 1, 1978
ME Group Presents Final Report to Total Task Force and the President	March 7, 1978

Appendix C
List of recommendations given to each of 4 administrative leaders for priority ranking. This sheet was marked by director of informational services.

PLEASE RANK IN ORDER OF PRIORITY

19 1. * combine with nos 22 + 11. Project the image of a college: stressing quality of instruction and the value of an Odessa College degree.

D 2. Investigate the possibility of the reestablishment of graduation exercises.

17 3. Expand and improve recruitment practices by developing an AV presentation for college night utilizing successful ex students, transfer students, as well as students, including minority students, currently in attendance.

19 4. * combine with no. 25 + no. 29. Utilize additional public service announcements for radio and television.

25 5. Construct a schedule for extension classes and advertise the schedule in advance of extension registration.

22 6. Review the current audit policy to determine if more class auditing could be effective with an upward adjustment of fees, as well as auditing on a space available basis, and academic class auditing as opposed to vocational class auditing.

18 7. Develop a recruitment package especially for adult education students complete with a counseling liaison in order to draw more of these students into the credit courses of the college.

5 8. Create a central information center which would provide guidance and information for both prospective and present students.

0 9. Expand extracurricular activities of the college.

D 10. Reduce cafeteria prices.

11 11. combine with no. 22 + 6. Develop a mandatory advisement system requiring students to have a signed permit from their advisors to register and to withdraw from the college.

9 12. Employ additional minority faculty members.

20 13. Implement a classroom instruction based follow-up system designed to impact the student prior to his dropping a class. Briefly, this system operates through the use of a computerized address listing of each student in an instructor's class, with the instructor notifying the student of his excessive absences through a mailed memorandum directly to the student.

I have not listed 43 rankings, but have combined some suggestions + have given zero priority to others. My ratings are 0—31

15 14. Implement a complete follow-up system for students who drop from the college.

24 15. Instructors should make students aware of classroom expectancies at the beginning of each semester in each class.

8 16. Flexible instructional formats need to be developed to interface with unique requirements of local business and industry.

16 17. A data system needs to be developed to supply retention rates for self-examination by each division and department of the college.

7 18. A self-study needs to be undertaken to determine the quality of placement counseling of students in specific courses.

0 19. Students should be encouraged to visit with a professional, or a para-professional, or a faculty advisor before each enrollment period for the purpose of planning academic and outside work loads.

6 **combine with NO. 30. 20. A comprehensive management information system to provide useable data on students and the community.

10 21. Focus on services and programs for the non-traditional students in the area.

21 * combine with NO. 11 + 1. 22. Increased academic advisement for all students.

1 23* combine with NO. 37. Develop programs to meet the needs of the following markets: Building trades, public administration, petroleum related and miscellaneous such as taxidermy, apartment management, etc.

3 24. Provide on-site classes or programs for businesses and industry.

19 * combine with NO. 4 + NO. 29. 25. Increase awareness of college programs designed to meet business and industrial needs through more publicity and in person visitations.

12 26. Identify cultural markets within Odessa College's service area.

1 * combine with NO. 23. 27. Design programs to meet the needs of identified markets.

11 28. Strengthen relations and cooperative efforts with city and county agencies which serve particular markets, such as the handicapped, mentally ill, the incarcerated, senior citizens, etc.

19 * combine with NO. 25 + NO. 4. 29. Increase publicity and college information to identified cultural groups.

* combine

6 ** Combine with no. 20.

30. Establish a broad based, permanent, on going needs assessment task force at the college to monitor community cultural needs.

13 31. Employ a person and establish a central office for resource development.

14 32. Appoint a working Foundation committee composed of Board members, community members, and college staff personnel and revitalize the Odessa College Foundation.

31 33. Form a strong alumni association.

0 34. Allocate funds for hiring a professional consultant to conduct a study concerning what types of staff development seminars would be most beneficial for OC employees.

3 35. Allocate funds for college advertising and promotion campaigns.

2 36. * combine with no. 42. Have the administration reevaluate the distribution points of course offerings in the community and consider establishing intracity extension centers.

17 37. Have the administration make a thorough study of the college's primary competitor (Midland College) in terms of its planning, calendar, extension program, curricula, future programs planned, and then adapt Odessa College operations as needed.

28 38. Create a campus identity symbol.

29 39. Develop a plan for involving college personnel and students in production of materials that can be channeled through the Informational Services Office and used as supplementary materials for promoting the college.

23 40. Have the director of Informational Services reevaluate the college's college publications and design a plan for the most effective utilization of the college publication budget.

4 41. Have the director of Informational Services work with the director of research/planning/ and development in designing research to give feedback on the effectiveness of various advertising and promotion programs used by the college.

1 42. * combine with no. 36. Set up "store front" classrooms in available buildings in various parts of the community.

30 43. Replace shabby campus furniture.

* Can be combined

19

* Recommendations assigned to the director of informational services.
+ Recommendations the information director worked with in a support role.

O - Accomplished
✓ - Being accomplished
N - Not accomplished
U - Determined infeasible

APPENDIX D
(Review October, 1979)

MARKETING TASK FORCE RECOMMENDATIONS

*1. Create a central information center which would provide guidance and information for both prospective and present students.

+2. Employ additional minority faculty members.

(3.) Employ a person and establish a central office for resource development.

4. Develop programs to meet the needs of the following markets: building trades, public administration, petroleum related and other identifiable markets such as taxidermy, apartment management, etc.

5. Establish a permanent comprehensive needs assessment and information system to provide useable data on students and the community.

+(6.) Focus on services and programs for the non-traditional students in the area.

+(7.) Appoint a working Foundation committee composed of Board members, community members, and college staff personnel and revitalize the Odessa College Foundation.

+8. Strengthen relations and cooperative efforts with city and county agencies which serve particular markets, such as the handicapped, mentally ill, the incarcerated, senior citizens, etc.

+(9.) Have the administration reevaluate the distribution points of course offerings in the community and consider establishing intracity extension centers and "store front" classrooms.

+(10.) Flexible instructional formats need to be developed to interface with unique requirements of local business and industry.

*(11.) Project the image of a college: stressing quality of instruction and the value of an Odessa College degree.

12. A data system needs to be developed to supply retention rates for self-examination by each division and department of the college.

* (13) Charge the director of research, planning, and development with researching the effectiveness of various advertising and promotion programs used by the college.

* (14) Have the director of Informational Services reevaluate the college's publications and design a plan for the most effective utilization of the college publication budget with emphasis and funding on radio and television advertisements.

(15) Provide on-site classes or programs for businesses and industry.

* 16. Expand and improve recruitment practices by developing an AV presentation for college night utilizing successful ex-students, transfer students, minority students, and students currently in attendance.

* (17) Increase awareness of college programs designed to meet business and industrial needs through more publicity and in-person visitations.

18. Develop a recruitment package especially for adult education students complete with a counseling liaison in order to draw more of these students into the credit courses of the college.

19. Implement a complete follow-up system for students who drop from the college.

20. Implement a classroom instruction based follow-up system designed to impact the student prior to his dropping a class. Briefly, this system operates through the use of a computerized address listing of each student in an instructor's class, with the instructor notifying the student of his excessive absences through a mailed memorandum directly to the student.

21. Develop a mandatory advisement system requiring students to have a signed permit from their advisors to register and to withdraw from the college.

(22) Instructors should make students aware of classroom expectancies at the beginning of each semester in each class.

23. A self-study needs to be undertaken to determine the quality of placement of students in specific courses.

24. Have the administration make a thorough study of the college's primary competitor (Midland College) in terms of its planning, calendar, extension program, curricula, future programs planned, and then adapt Odessa College operations as needed.

+25. Construct a schedule for extension classes and advertise the schedule in advance of extension registration.

26. Form a strong alumni association.

*27. Create a campus identity symbol.

28. Review the current audit policy to determine if more class auditing could be effective with an upward adjustment of fees, as well as auditing on a space available basis, and academic class auditing as opposed to vocational class auditing.

29. Replace shabby campus furniture.

*30. Develop a plan for involving college personnel and students in production of materials that can be channeled through the Informational Services Office and used as supplementary materials for promoting the college.

31. Allocate funds for hiring a professional consultant to conduct a study concerning what types of staff development seminars would be most beneficial for OC employees.

32. Expand extracurricular activities of the college.

33. Investigate the possibility of the reestablishment of graduation exercises.

34. Reduce cafeteria prices.

1978 SUMMER SESSION II STUDENT SURVEY

APPENDIX E

Please answer each question. This questionnaire is designed to help OC plan more effectively for summer school.

1. Sex: ___Male ___Female

2. Age: ___17-22 ___36-49
___23-29 ___50+
___30-35

3. Married: ___Yes ___No

4. Hometown: ___Odessa or Ector County
___Other

5. Race: ___Caucasian ___Black ___Chicano ___Other

6. Which of the following most attracted you to OC summer school? (Rank in order with No. 1 being most important and No. 9 least important.)

___Convenient Location
___Four-day Summer School
___Cost
___Financial Aid
___Academic reputation
___Pick up a class while home from university
___To learn job skill
___Other (Specify)_____

7. Which of the following most influenced your decision to attend OC? (Rank in order with No. 1 being most important and No. 9 least important.)

___OC student
___Parents
___High school teacher/principal/counselor
___Instructor/representative of OC
___Campus visit
___Other (Specify)_____

8. Which advertising or publicity about OC summer school did you see/hear/read? (Check as many as applicable.)

___Newspaper stories/advertisements
___Television news stories/advertisements
___Radio news stories/advertisements
___High school newspaper
___Posters in mall/discount store/other
___College publications
___Contact with representative of OC
___Contact with friend or relative
___Visit to OC campus
___Advertisement in TV schedule

APPENDIX F

This is the fifth page of a survey of Odessa College students enrolling for the 1978 fall semester.

26. Which of the following attracted you to OC? (Rank in order with #1 as most important and #9 as least important):

___Convenient Location
___Cost
___Financial Aid
___Academic Reputation
___To return to small college after attending university
___To Learn Job Skill
___New Open-Entry Courses
___Other (Specify)_____

27. Which of the following most influenced your decision to attend OC? (Rank in order with #1 as most important and #9 least important.)

___OC student
___Parents
___High school teacher/principal/counselor
___Instructor/representative of OC
___Campus Visit
___Other (Specify)_____

28. Which advertising or publicity about OC did you see/hear/read? (Check as many as applicable.)

___Newspaper stories/advertisements
___Television news stories/advertisements
___Radio news stories/advertisements
___Posters in mall/discount store/other
___College publications
___Contact with representative of OC
___Contact with friend or relative
___Visit to OC campus
___Advertisement in TV schedule
___OC information booth in the mall
___Sign on college marquee

Appendix G

INFORMATION CENTER CONTACTS

Date:	Personal Contacts	Telephone Calls Hotline	Telephone Calls Extension	
8:00 - 10:00				
10:00 - 12:00				
12:00 - 3:00				
3:00 - 6:00				
6:00 - 8:00				
October, 1978 TOTALS through June, 1979	5,586	1,165	564	Grand Total 6,315

*In May, we began keeping records of requests for printed information that have been processed by the students. These requests include processing letters to accompany catalogs, schedules, information cards, etc. Students have processed a total of 132 requests for information during May and June.

Appendix H

EXAMPLES OF THE 60 CARDS PRODUCED FOR THE NEW ODESSA COLLEGE INFORMATION KIT

Admissions

Odessa College welcomes any adult who wants to learn.

from high school may be admitted if it is determined that the person can benefit from a

Extension

Odessa College offers many of its regular

Laboratory classes and some of the skills

Financial Aid

Expenses at Odessa College are low in comparison to most colleges and universities. At OC students get quality education at moderate

simple as possible. During a typical school year, more than a half-million dollars in financial aid is given to OC students.

Cosmetology

A career as a cosmetologist is a profitable one. The beauty industry, already one of the largest in the world, is growing at an astounding pace. It

wiggery, and care of the hands and nails.

The opportunities and variety of jobs available to a qualified cosmetologist are almost infinite.

Nursing

If you are interested in becoming a member of

from one level of nursing education to another. If

Social Sciences

Social sciences deal with the three basic relationships which mankind has dealt with since the dawn of time.

Those relationships involve man with his fellowman (history, economics and government), man with himself (philosophy), and man with God (religion).

Students studying any one of these fields soon discover that to study one adequately involves a study of the others for a comprehensive understanding of man's record on earth.

History at OC comes to life. The American philosopher-poet Santayana once remarked that those who forget the past will be condemned to live it over again. This deep concern for the past, as well as the history which is made daily, captures the reason that history is important to everyone. History affects every life.

History courses at Odessa College bring to life the development of mankind in different parts of the world.

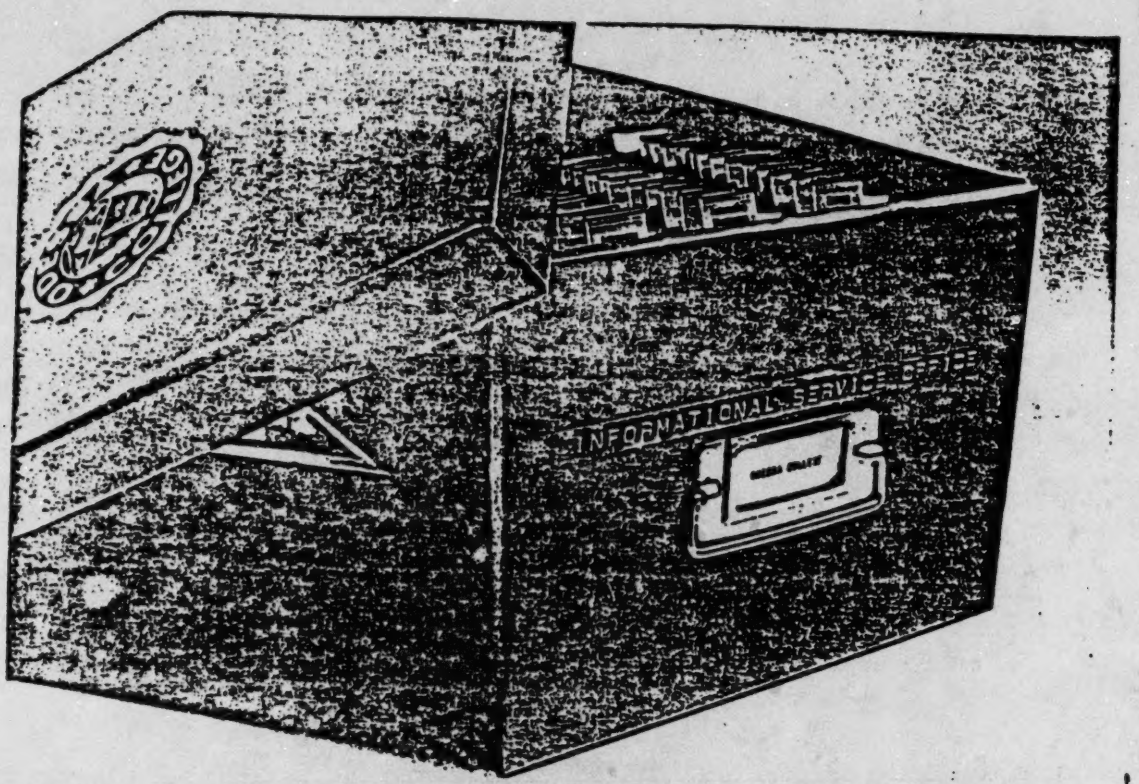
History is not only a look backward, but a look at present-day happenings, not only in the United States, but around the world.

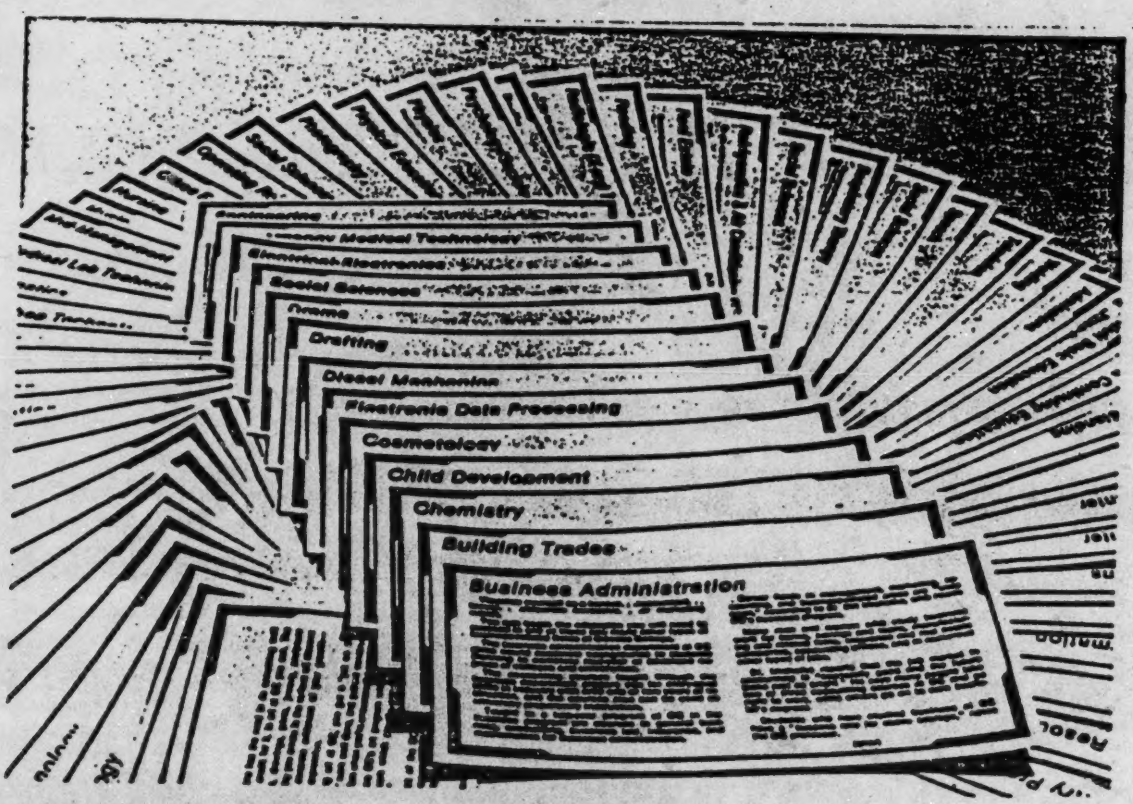
Economics affects everyone. If you are concerned about inflation and unemployment occurring simultaneously, as is the case today, the study of economics is for you. If you are interested in the availability and use of scarce energy resources, how banks create money, the taxes you pay, and other timely public issues, economics can increase your understanding of these issues.

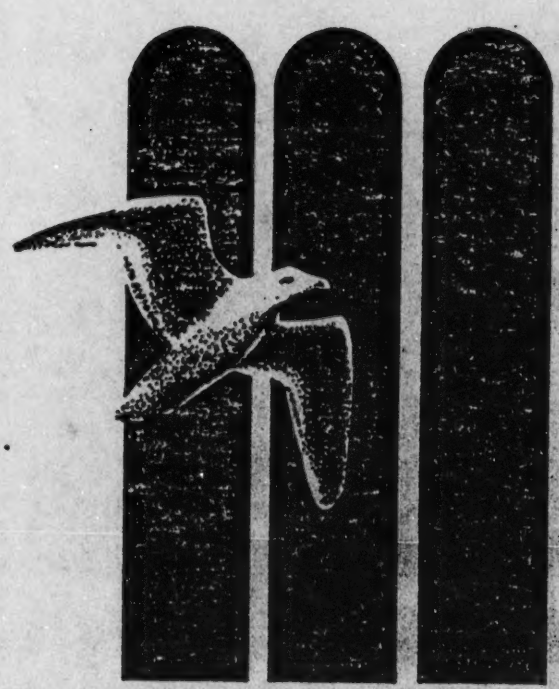
Economics is the study of the production and distribution of goods and services to satisfy human wants. You will find it extremely useful in

(over)

Photographs of new Odessa College Information Kit and Information Cards







Odessa College
BULLETIN 79 - 80

APPENDIX I

June 5, 1978

To: Dr. Philip Speegle, President

From: Gayle Noll, Director of Informational Services

Re: Marketing Task Force

As a result of the marketing task force and its recommendations, I recall that the following already have been implemented or have been planned:

1. Departmental brochures are being phased out and new information packets are being produced and will be ready by the fall term. These will include current information cards on every instructional program and some support areas, as well as general information. These will be distributed to every area high school, as well as be used by college recruitment teams. Mini-packets will be produced for each department.

2. Some $9,000 has been allocated by the Board of Trustees to be used in producing and purchasing advertising for the summer sessions and fall term. The summer ad campaign already is underway. We have newspaper ads, radio and TV spots and a direct mail campaign. Plans for the fall advertising program are progressing.

3. Advertising funds for the 1978-79 school year have been requested to give the college money to develop a complete advertising campaign.

4. Funds have been requested to start an Information Center by the fall of 1978.

5. Additional minority faculty members are being sought and the search for these applicants is being intensified. Some minorities have been involved in helping the college contact minorities who are prospective applicants. More good minority applicants seem to be applying. The new associate director of student activities is black.

6. A director of research and development has been hired and will assume his duties this summer. He will be developing a data system for needed research and also will be implementing a development plan for the college and working with the college foundation.

7. New programs are being studied and current programs expanded. Next fall the building trades program will be expanded to include evening classes and short course instruction. The public administration course developed in the government classes will be taught again and will be expanded. Several new courses will start in the fall, including physical science, assertiveness training, personal development and learning to cope with society, a class in solar energy, and other classes.

8. Plans already are being developed to allow the college to offer courses at both Ector and Blackshear beginning next fall. This will allow the college to take its courses to the people, if the people aren't coming to the campus for classes.

9. The college is serving some particular markets, such as the handicapped, senior citizens etc. by offering special discounts or free service in the cosmetology lab, by providing space for the Meals on Wheels program to be operated from our campus, and by having a special committee study needs of the handicapped. Some adult basic ed classes have been taught this spring at the senior citizen center.

10. Flexible instructional formats have been developed to interface with the unique requirements of local business and industry. Open-entry programs already are underway in machine shop, office education, cosmetology, and reading. Next fall open-entry will be provided into diesel mechanics and welding. Other programs may be phased into the open-entry concept as needed.

11. A positive image of the college has been stressed, with emphasis on quality instruction in the new student recruitment direct mail campaign this spring. Also, several news feature stories have been developed to emphasize the value of an associate degree and the need for baccalaureate degrees in many fields. The weekly "Learn to Earn" newspaper column has emphasized many of our academic programs and has stressed the need for baccalaurate degrees if persons are to find good jobs.

12. Weekly television shows on KMID-TV have been started this spring, with an OC program representative being interviewed each Saturday on the "Mexico Tejano" Spanish show.

13. Monthly interviews on the KQIP "Good Morning West Texas" show are in progress and have been used to stress overall college developments, as well as individual programs.

14. The weekly "Learn to Earn" newspaper column was started as a result of the community survey and the emphasis on marketing. Gayle Noll developed this program to better educate the community about the variety of course offerings at OC and the value of studying at OC as an aid to a person's career.

15. Requests in the 1978-79 budget call for new computer equipment that would allow the college to expand its computer system so more types of data can be available to faculty and staff. The computer equipment also would allow the computer-assisted instruction to be fully developed.

16. Some on-site classes for businesses and industry have been provided this spring by Dr. Gillette in the English department and Dr. Elaine Conlee in office education.

17. Plans already are underway to evaluate the effectiveness of the various advertising and promotion programs the college is using. A survey will be made during registration of the second summer session and another survey will be made during fall preregistration and fall registration. Gayle Noll already has talked to David Paterno, the new research and development director, about an on-going evaluation program of the college advertising and promotion efforts.

18. With the marketing report completed, the student recruitment team and information office have discussed developing a slide presentation to aid with student recruitment.

19. This spring when the college phased into its open-entry program in machine shop, special visits were paid by OC representatives to Odessa businesses and industries that might benefit from the program. A special promotion campaign, that included radio, TV, newspaper publicity, PSA announcements, and a very limited number of newspaper classified ads, was conducted. The results were excellent with 61 students enrolling in the program between March 1 and May 11.

20. A new mini-catalog to feature concise, accurate, simply-written copy is included in the budget request. This publication would be distributed to every household in the county to better inform the general public about all of the college's programs.

21. Also in the planning stages is a system to allow the Informational Services Office access to some mini-cam features for local television stations. These would be utilized to feature various instructional programs and services of the college.

22. A new TIPS feature sheet was started in early May by the Information Office and includes ideas for local radio, TV, and print media to develop interviews and features concerning college programs or college personnel. Each of the first two TIPS sheets listed two feature ideas. At least one of the features on each sheet was picked up and developed by local media.

23. The student development area is requesting funds in the 1978-79 budget to hire a special counselor to work with adult basic education students in channeling them into regular college programs after ABE study is completed.

24. Dr. Eckert hopes to have Dr. Roy Hart work with David Paterno during the 1978-79 school year to develop a follow-up data system for students who drop from the college.

25. Dean Sedate is continuing to encourage faculty to make students aware of classroom expectancies at the beginning of each semester. Dean Sedate requires faculty to provide his office copies of course requirements. Also, Dr. Whitehurst has plans to publish a second issue of the Instructional Course Guide to give students insight into individual courses.

26. Dr. Eckert and Dr. Hart have a pilot project in extension development in Pecos. They are utilizing some new techniques this summer to try to increase extension enrollment.

27. The Information Office has developed a proposal for involving students in production of materials that can be used to help promote the college. Gayle Noll is working with Tom Barnett in efforts to utilize some mini-cam production. An internship proposal also is being explored.

ODESSA COLLEGE

APPENDIX J

June 14, 1978

TO: Members of the Marketing Task Force

FROM: Dr. Philip T. Speegle, President

SUBJECT: Marketing Task Force

* Denote projects for which the director of informationa services had primary responsibility.

+ Denote projects for which the information director had secondary responsibility or provided a major support role.

Perhaps you have heard that the registration for the first semester at Odessa College ended with a record of 1,252 students enrolled. This enrollment tops by 216 students the number who signed up for the same term last year when the previous all-time record was set at 1,036 students. There are many reasons for this significant increase, but one of them certainly was the recommendations made by the Marketing Task Force.

To give you an update on what has happened as a result of your recommendations and hard work, the following list of implementations is offered:

- Some $9,000 was allocated by the Board of Trustees to be used in producing and purchasing advertising for the summer sessions and fall term. The summer ad campaign included newspaper ads, radio and TV spots, as well as a direct mail campaign. Plans for the fall advertising program are progressing.

- Additional advertising funds for the 1978-79 school year have been requested and approved as a recommendation by the Finance Committee of the Board. This will give the college money to develop a complete advertising campaign.

- An Information Center is in the new budget for the fall of 1978. It has been recommended by the Finance Committee of the Board.

- Additional minority faculty members are being sought, and the search for these applicants is being intensified. Some minorities have been involved in helping the college contact minorities who are prospective applicants. The new Associate Director of Student Activities, Miss Pat Rogers, is black. More important, more good minority applicants seem to be applying for positions.

- Dr. David Paterno, Director of Research and Development, has been hired and will develop a data system for needed research. He will also be implementing a development plan for the college and working with the college foundations.

- New programs are being studied and current programs expanded. Next fall, the Building Trades Program will be expanded to include evening classes and short courses. The Public Administration Course developed in the Government class will be taught again and will be expanded. Several new courses will start in the fall, including Physical Science, Assertiveness Training, Personal Development and Learning to Cope with Society, a class in Solar Energy, self-paced Diesel Mechanics and self-paced Welding.

- The college will offer courses at both Ector and Blackshear as in-district extension courses beginning next fall. This will allow the college to take its courses to the people if we can't get the people to come to the campus for classes.

- The college is serving some particular markets, such as the handicapped, senior citizens, etc., by offering special discounts or free services in the Cosmetology Lab, by providing space for the Meals on Wheels program to be operated from our campus, and by having a special committee study the needs of the handicapped. Some Adult Basic Education classes have been taught this spring at the Senior Citizens Center.

Departmental brochures are being phased out and information packets are being produced and will be ready by the fall term.

Flexible instructional formats have been developed to interface with the unique requirements of local business and industry. The Open Entry programs already started are Machine Shop, Office Education, and Cosmetology. As mentioned before, Diesel Mechanics and Welding will be added this fall.

11. A positive image of the college has been stressed, with emphasis on quality instruction and the new student recruitment direct mail campaign this spring. Also, several news feature stories have been developed to emphasize the value of an Associate Degree and need for baccalaureate degrees in many fields. The weekly "Learn to Earn" newspaper column has emphasized many of our academic programs, and has stressed the need for baccalaureate degrees if persons are to find good jobs.

12. Weekly shows on KMID have been started this spring with an OC program representative being interviewed each Saturday on the "Mexico Tejano" Spanish show.

13. Requests in the 1978-79 budget call for new computer equipment that will allow the college to expand its computer system to make more data available to faculty and staff. The computer equipment would also allow the computer-assisted instruction to be fully developed.

14. A slide presentation to aid with student recruitment has been discussed and will probab be developed for next year.

15. This spring, visits were paid by OC representatives to Odessa businesses and industries that might benefit from specialized programs. A special promotion campaign that included radio, TV, newspaper publicity, PSI announcements, and a very limited number of newspaper classified ads was conducted. The results of these were excellent. As an example, 61 students enrolled in the Machine Shop Open Entry Program between March 1 and May 11.

16. A mini-catalog to feature concise, accurate, simply written copy is included in the budget request.

17. Dr. Eckert and Dr. Hart have a pilot project in extension development in Pecos. They are utilizing some new techniques this summer to try to increase extension enrollment. The result has been three classes in Pecos during the summer.

18. The total enrollment increase in the summer amounts to something like 10,000 contact hours, not counting the Machine Shop and Cosmetology increases. This will amount to some $15,000 in additional revenue in the next two years biennial. Therefore, as a minimum, we could say that the task force recommendations and the implementation by the staff have netted us over $30,000 in new money. That certainly is not enough money to say that we can continue to increase our budget as we need, but it is a very good beginning.

All in all, the tremendous amount of work exhibited by the Marketing Task Force appears to be paying dividends, even this summer. If we, by some miracle, could have a comparable increase in enrollment in the fall, it would be an extremely significant occurrence for Odessa College.

An 11.6% increase in contact hours would mean that we would net some $650,000 over a two-year period. Realistically, we are not expecting this kind of increase, but we do feel that the Marketing Task Force has given us a chance to do some significant thinking about increasing, rather than decreasing, services.

I want to take this opportunity to thank each of you for the efforts made. There is no doubt that Odessa College has benefitted significantly by the work done by this task force.

APPENDIX K
(Review April, 1979)

ODESSA COLLEGE

April 5, 1979

TO: The HEMI Task Force

FROM: David Paterno, Director of Research, Planning and Development

SUBJECT: Status of Recommendations submitted by the Marketing Task Force - March 1978.

Attached is a list of 34 Recommendations submitted to the President by the Marketing Task Force. Following each recommendation is commentary on implementation efforts to date. I have duscussed the list of recommendations with Dr. Miles Eckert and Mrs. Gayle Noll and have received additional input on specific recommendations from Dr. Roy Hart, Dr. Mel Whitehurst, Dr. Lee Buice and Dean Bernhard Sedate.

Overall, my perception is that a majority of the recommendations have been achieved or are in the process of being implemented. A few that may not be implemented have constraints noted in the commentary.

I am recommending that the Marketing Task Force be reconvened in October, 1979 to review implementation progress. The Marketing Task Force may provide assistance to those offices charged with specific recommendations and have met with constraints in the implementation process. Once this assistance has been made, I suggest that the Task Force publish – campus wide – the results of the implementation efforts.

In addition, I am recommending that the Marketing Task Force become a continuing vehicle on campus for the developing of marketing plans. It should meet every two years to provide continuity of review and development of plans. I suggest it begin again in March, 1980.

:cp

MARKETING TASK FORCE RECOMMENDATIONS

1. Create a central information center which would provide guidance and information for both prospective and present students.

   The Center has been established and is operating to answer questions from those outside the college and from the Hot Line.

2. Employ additional minority faculty members.

   Efforts are continuing to hire minority faculty members as positions become available. When they do, notices are sent to minority institutions seeking potetential applicants and assistance is solicited from other minorities in recruiting. Since the March report, Rosendo Reyes has been appointed to the Literature and Languages Department. Also, Pat Rogers and Rudy Sanchez have been appointed to the Student Development area.

3. Employ a person and establish a central office for resource development.

   The recommendation has been implemented with the appointment of David Paterno. The Office of Research, Planning and Development is preparing a guide for those who wish to seek funds from public and private sources.

4. Develop programs to meet the needs of the following markets: building trades, public administration, petroleum related and other identifiable markets such as taxidermy, apartment management, etc.

   Carpentry and remodling classes are now being held through Continuing Education. A new Educational Aide program is developing in Child Development. Board of Truestees member Bill Masterson has attempted to obtain a donation of needed equipment for a Drilling Technology program with little success. Equipment in petroleum related areas is very expensive and cannot be budgeted with college funds due to the high cost. In addition, to meet the educational needs of those who lack necessary skills for college work a developmental studies program is now in the planning stage.

5. Establish a permanent comprehensive needs assessment and information system to provide useable data on students and the community.

   In progress is an information system, by the Office of Research, Planning and Development, that is compiling demographics on students that attend Odessa College. Additional plans are underway to provide an assessment of the present work force and future manpower needs of the Permian Basin. The information system is compiling statistics from the Odessa Chamber of Commerce, the Texas Employment Commission, the Economic Labor Analysis Department, the Permian Basin Planning Commission, the utility companies and the public schools.

6. Focus on services and programs for the non-traditional students in the area.

To implement this recommendation, media advertising for the College was directed toward the older prospective student. The open-entry classes and night classes have been operating to accommodate those students who are already employed.

7. Appoint a working Foundation committee composed of Board members, community members and college staff personnel and revitalize the Odessa College Foundation.

The Odessa College Foundation for Excellence has been reactivated and has targeted needs for the College. Campaign efforts begin in April to solicit funds for these needs.

8. Strengthen relations and cooperative efforts with city and county agencies which serve particular markets, such as the handicapped, mentally ill, the incarcerated, senior citizens, etc.

Programs are now offered in diverse areas such as Child Abuse, Alcoholism, D.W.I. Courses are also being taught at the Senior Citizen Center in Odessa. Dr. Roy Hart is working with blind, deaf and handicapped students to ensure their functioning in the most integrated setting appropriate.

9. Have the administration reevaluate the distribution points of course offerings in the community and consider establishing intracity extension centers and "store front" classrooms.

Efforts were made to start regular credit programs at Ector Senior High and Blackshear Junior High. The response was very poor for credit courses. Numerous courses are being taught through the Adult Basic Education Program utilizing the "stone front" classroom concept.

10. Flexible instructional formats need to be developed to interface with unique requirements of local business and industry.

Open-entry vocational and reading classes have been developed and are being emphasized in the community.

11. Project the image of a college: stressing quality of instruction and the value of an Odessa College degree.

Media advertising has stressed this point. The publicity and personal contacts made on behalf of the Odessa College Foundation for Excellence have emphasized the continuing need for support of quality education.

12. A data system needs to be developed to supply retention rates for self-examination by each division and department of the college.

The data system for copiling statistics on student stop-out and drop-out is part of the Tex-SIS Follow-Up program. The dissemination of this information to divisions and departments is scheduled for early summer by the Office of Research, Planning and Development.

13. Charge the director of research, planning and development with researching the effectiveness of various advertising and promotion programs used by the college.

A survey of students registering for the Fall 1978 semester was taken to determine what promotion materials influenced a student's decision to enter Odessa College. The questionnaire will be updated and revised for the next survey by David Paterno, Roy Hart and Gayle Noll.

14. Have the director of Informational Services reevaluate the college's publications and design a plan for the most effective utilization of the college publication budget with emphasis and funding on radio and television advertisements.

This recommendation will be implemented in part by the survey mentioned in #13. Also, the Information Services office has produced an Information Kit which has been well received in the community. The new catalog has been redesigned to make it more serviceable and functional.

15. Provide on-site classes or programs for businesses and industry.

Several programs have already been provided in this area. Dr. Betty Gillete has held seminars for secretaries at El Paso Products in writing skills. Patsy Manning, the Director of Health Services has held CPR instruction for companies and the Community Service League. A Management Course was held at the Kirby Vacuum Company by Sid Streicher. The College does respond to interest shown by various businesses.

16. Expand and improve recruitment practices by developing an AV presentation for college night utilizing successful ex-students, transfer students, minority students and students currently in attendance.

A script has been developed by the Informational Services Office and the LRC will produce audio-visuals for recruiting purposes. In addition, the senior high school class from Ector High School was brought on campus for a presentation by the counseling center and faculty. Plans have already been made to bring the senior classes from Odessa and Permian High Schools for similar presentations.

17. Increase awareness of college programs designed to meet business and industrial needs through more publicity and in-person visitations.

In-person visitations to businesses have proved very successful in identifying their needs. For example, Dr. Dick Tarter, Norman Robinson and Kenneth Hurst have visited several manufacturers and machine shops in the area. Sid Streicher has had close personal contact with businesses in developing the Mid-Management Program. Faye Morgan has visited many businesses in the cosmetology area. The promotion of various programs has been enhanced by the Advisory Boards that have been set up for the vocational-technical programs. Also, the Foundation for Excellence will

be bringing community and business leaders on campus with a series of four luncheons to view an audio-visual presentation on college programs prepared by the Instructional Resources Department.

18. Develop a recruitment package especially for adult education students complete with a counseling liaison in order to draw more of these students into the credit courses of the college.

A successful activity that has occurred in this area is the advent of GED testing services for adult basic education students. This brings students into the Student Development area for counseling and awareness of college programs for them.

19. Implement a complete follow-up system for students who drop from the college.

Students who withdraw from college are given survey forms to fill out as part of the Tex-SIS follow-up system. Also, students who do not return to college from one semester to the next are sent questionnaires as part of the same follow-up system. A complete system, that is to say, personal interviews and counseling, would require a full-time position to implement the recommendation. However, a specific package has not yet been designed to attract other adult potential students with minimal skills for college work.

20. Implement a classroom instruction based follow-up system designed to impact the student prior to his dropping a class. Briefly, this system operates through the use of a computerized address listing of each student in an instructor's class, with the instructor notifying the student of his excessive absences through a mailed memorandum directly to the student.

Included in answer to #19.

21. Develop a mandatory advisement system requiring students to have a signed permit from their advisors to register and to withdraw from the college.

This recommendation has met with only a minimum of success. It is difficult for students to locate faculty members prior to registration, particularly during the summer sessions. It would constitute a barrier to the philosophy held on campus of easing the students burden for registering.

22. Instructors should make students aware of classroom expectancies at the beginning of each semester in each class.

The Department of Instructional Services has responded to this recommendation by having all classes on campus listed in the Instructional

Course Guide. to a lesser degree, the Dean has requested that all faculty review and update syllabii. Also, faculty have been asked to list objectives for their courses. This, however, is not mandated.

23. A self-study needs to be undertaken to determine the quality of placement of students in specific courses.

Writing, reading and math test batteries are being developed for personal development counseling. Assessment seminars will be offered for students registering for summer session courses. At the moment, mandatory placement tests are deemed not feasible. Therefore, these proposed assessment seminars will be voluntary. A survey has been conducted among college faculty and elicited a list of students who are perceived as in need of developmental studies and skills.

24. Have the administration make a thorough study of the college's primary competitor (Midland College) in terms of its planning, calendar, extension program, curricula, future programs planned, and then adapt Odessa College operations as needed.

To date, a comprehensive study has not been undertaken to assess all these areas. However, through personal contacts, the College personnel have kept up-to-date on the programs offered by Midland College. The Deans of Instruction at both colleges do maintain contact and discuss respective calendars. And regional meetings with various administrators take place to try and coordinate activities.

25. Construct a schedule for extension classes and advertise the schedule in advance of extension registration.

This has been performed with courses offered in Pecos during the Spring semester.

26. Form a strong alumni association.

Nationwide, alumni associations have proved to be unsuccessful. Most alumni associations have been organized to raise supplemental funds for their institution and support football teams. Odessa College will be raising money through the Foundation for Excellence. An additional constraint to this is the expense required to hire full time personnel to identify former students and keep their addresses current.

27. Create a campus identity symbol.

Although this has been looked into, a symbol has not yet been created. The community has a strong identification with "Wranglers" and a symbol would have to develop around it.

28. Review the current audit policy to determine if more class auditing could be effective with an upward adjustment of fees, as well as auditing on

a space available basis, and academic class auditing as opposed to vocational class auditing.

A review of the policy has been conducted by the Dean of Instructional Services. Since auditing is not funded by the state, the constraint to opening up and promoting auditing would be the possibility of having classes with a majority of students paying the regular fee. This would be cost inefficient. Before an upward adjustment of fees were to be initiated, a cost analysis would have to be undertaken. There is, however, a willingness to have such an adjustment if it proved to be equitable with regular credit fees.

29. Replace shabby campus furniture.

Achieved through the release of furniture from the Administration area.

30. Develop a plan for involving college personnel and students in production of materials that can be channeled through the Informational Services Office and used as supplementary materials for promoting the college.

Internships in journalism have been developed for the Information Services office. Plans were developed to use students to develop mini-cam features and as yet not produced.

31. Allocate funds for hiring a professional consultant to conduct a study concerning what types of staff development seminars would be most beneficial for OC employees.

This is being achieved through the HLMI and Staff Development programs.

32. Expand extracurricular activities of the college.

Expanded activities, especially at night, have been achieved through the Office of Student Activities. Also, activities such as the Mind Development Program, Health workshops, the Child Abuse program, blood drives and Junior Service League programs have taken place.

33. Investigate the possibility of the reestablishment of graduation exercises.

Statistically, not enough students complete requirements. Many programs such as open-entry programs and Nursing graduate students at unique times during the college year.

34. Reduce cafeteria prices.

Unfortunately, the cafeteria operates on a break-even policy and inflation negates this recommendation.

Appendix L

odessa college

P.O. Box 3752 • Odessa, Texas 79760 • Tel. 915-337-5381

July 11, 1979

TO WHOM IT MAY CONCERN:

This letter is to verify and certify the fine work that Mrs. Gayle Noll has done with the Community Survey and Marketing Study done at Odessa College during the school year 1977-78.

Odessa College, like many community colleges in the nation, was an effective comprehensive community college serving the needs of the community. However, the staff of the institution began to question long practices and seek new markets for the service of the institution. Mrs. Noll, with the assistance of an appointed committee, designed a community survey which gave us a great deal of information about our communication with our community and certainly gave us some information about the college services and the community. Behond this, Mrs. Noll, with the co-chairmanship of the Dean of Student Development, conducted a Marketing Task Force which came up with specific ways to respond to the information found in the community survey.

The results have been outstanding and nationally noted. The College increased its headcount enrollment approximately 60 per cent in a time of decreasing enrollments in the state of Texas. Thus, our institution had a slight overall contact hour increase as opposed to a significant decrease which was anticipated. More than that, however, we began to feel comfortable with the fact that we were actually reaching those people that we intended to reach through specifically designed communication techniques with specific target populations.

The work of Mrs. Noll was outstanding. There is no question that Odessa College, through this study, is a leader in this area in the state of Texas. Numerous institutions have requested information and have begun copying some of the work that we have done. The Community Survey followed by Marketing Task Force approach is being adopted all over the nation as a way of addressing the problem of decreasing enrollments. Odessa College has been a leader in that through Mrs. Noll's efforts.

Mrs. Noll is to be commended for the fine effort that she has done in this area. If you have specific questions, please do not hesitate to contact me.

Sincerely,

Philip T. Speegle
President

PTS/w

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OCT 7 1983

Office of the President
Dr. Philip T. Speegle